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udent and teacher: Use this cover sheet for mailing or faxing.

# ASSIGNMENT BOOKLET 2A

PED0770 Career and Life Management  
Module 2: Section 1 Assignment

## FOR STUDENT USE ONLY

Date Assignment Submitted:

(If label is missing or incorrect)

Student File Number:

Time Spent on Assignment:

Module Number: \_\_\_\_\_

## FOR OFFICE USE ONLY

Assigned  
Teacher: \_\_\_\_\_

Assignment  
Grading: \_\_\_\_\_

Graded by: \_\_\_\_\_

Date Assignment Received:

## Student's Questions and Comments

Apply Module Label Here

Name

Address

Postal Code

Please verify that preprinted label is for  
correct course and module.

## Teacher's Comments

Teacher

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- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

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1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
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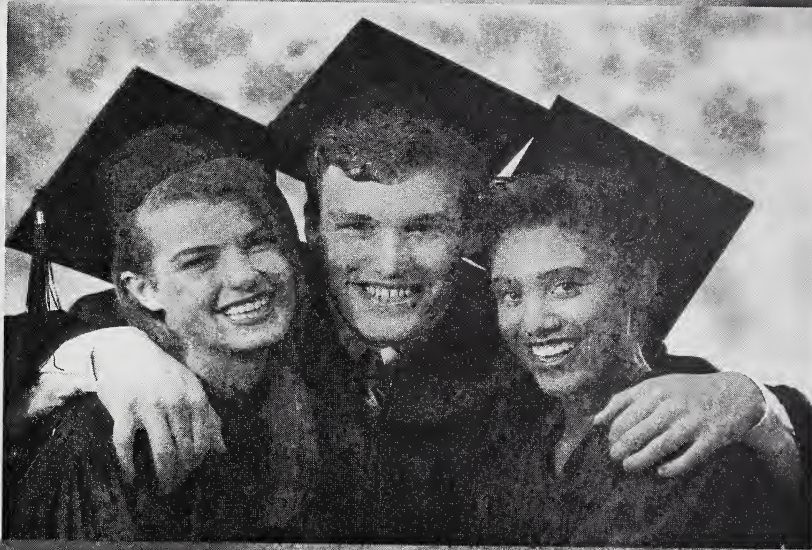
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# Career and Life Management

## Module 2



# Career and Life Choices

Assignment Booklet 2A



Learning  
Technologies  
Branch

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LEARNING



## FOR TEACHER'S USE ONLY

### Summary

	Total Possible Marks	Your Mark
Section 1 Assignment	125	
	125	

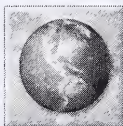
### Teacher's Comments

Career and Life Management  
Module 2: Career and Life Choices  
Assignment Booklet 2A  
Section 1 Assignment  
Learning Technologies Branch  
ISBN 0-7741-2328-1

**Alberta Learning acknowledges with appreciation Pearson Education Canada for the permission to adapt portions of the teacher resources of the *Lifechoices* series © 1998.**

This document is intended for

Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lfb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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## **ASSIGNMENT BOOKLET 2A**

### **CAREER AND LIFE MANAGEMENT: MODULE 2**

#### **SECTION 1 ASSIGNMENT**

Your mark for this module will be determined in part by how well you do your assignments.

This Assignment Booklet is worth 125 marks out of the total 325 marks for the assignments in Module 2. The value of each assignment and each question is stated in the left margin.

Work slowly and carefully. If you have difficulty, go back and review the appropriate topic.

Be sure to proofread your answers carefully.

125

### **Section 1 Assignment: The Groundwork**

**Read all parts of your assignment carefully and record your answers in the appropriate places.**

In this section, you began with information about learning styles and you identified your own dominant learning style as well as ways to use other styles. You explored guidelines and tips about organizing for learning, including ways to succeed at taking tests and handling test anxiety. You focused on the importance of a positive learning attitude in all that you do.

You then focused on the importance of the self-assessment of personal assets throughout life. You considered your interests, competencies, aptitudes, and personality traits as these factors play a role in career planning. The influences of values and goals, as well as personal aspirations and family expectations, were discussed. You explored the importance of skill development in a variety of settings and the relationships between occupational choices and personal lifestyle preferences.

In Section 1 of this module, you looked at setting the groundwork for your career and life planning through the following areas:

- your learning styles and preferences
- attitudes and learning
- multiple areas of intelligence
- learning style inventories
- being an effective learner
- organizing for learning before, during, and after a class
- managing your time
- procrastination
- preparing to be assessed or tested
- personal assets
- self-assessment
- interests
- competencies: skills, abilities, aptitudes, and talents
- personality traits
- strengths and limitations
- using daily living skills
- transferable skills
- employability skills
- volunteerism
- career planning
- internal and external influences
- attitudes and values
- dreams, aptitudes, and wishes
- goals
- family and cultural expectations

In your assignments for this section, you will focus on the collection and selection of items, inventories, and reflections that represent your interests and motivations. These assignments will ask you to develop a personal profile that shows who you are and identifies your abilities, competencies, skills, strengths, interests, values, and goals. The first three questions guide you through the creation of a personal profile for your career portfolio.

The last assignment will involve the development of a Student Learning-Career Planner (SLCP) that you will use to help you organize and summarize your career portfolio selections. You will use the SLCP provided with this Assignment Booklet. You will complete the first three questions before you complete the work on the Student Learning-Career Planner. Use your work in these first three questions as well as the work you completed throughout Section 1 of the Student Module Booklet to help you complete the final assignment.

The visual presentation of the collections that you develop in questions 1 to 3 will be assessed as part of your final assignment mark. The development of your Student Learning-Career Planner will be ongoing throughout this module.

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1. Collect activities for your personal profile by completing the following tasks.

To complete your personal profile, collect information you have recorded about yourself (evidence, samples, inventories) for each of the following areas.

- learning styles
  - personal assets
  - competencies
  - strengths and limitations
- organizational skills
  - interests
  - personality traits

Use the following chart to create a summary page for your collections by indicating the items in each collection, why the items are important, and what you have learned about yourself from these items. An example of the kinds of items you can include in a collection is provided for you.

Collection	List of Items in the Collection	Why These Items Are Important	What I've Learned About Myself from These Items
learning styles	<ul style="list-style-type: none"><li>• <i>learning styles checklist</i></li><li>• <i>Internet inventory</i></li></ul>		
organizational skills			
personal assets			
interests			
competencies			
personality traits			
strengths and limitations			



Place your collections in plastic covers and attach your summary chart to the front of it. Your chart may be constructed using a separate piece of paper for each collection area. That way, you can attach the chart to the front of each specific collection. The visual presentation of this assignment will be assessed as part of your mark in question 4.

When you've finished responding to the preceding question, return to page 54 of Module 2 Student Module Booklet and continue working where you left off.

40

2. Collect activities for your personal profile by completing the following tasks.
  - a. Collect information you have recorded about yourself (evidence, samples, inventories) for each of the following areas.
    - transferable skills
    - employability skills

It has been suggested that the six most important work skills of the future will be the following:

- communication
- independent thinking
- flexibility and adaptability
- sense of responsibility
- ability to reason and solve problems
- ability to work with other people



These six work skills form the basis of the following chart. Using the chart, create a summary page for your collections by outlining the experiences you have had that have contributed to your skill development at school, home, and in the community; referring to the items in your transferable and employability collection; and indicating why these items are important and what you have learned about yourself from these items. An example is provided for you.

Skill Areas	Experiences That Contribute to My Skill Development	Items from Transferable and Employability Skills Collection	Why These Items Are Important	What I've Learned About Myself from These Items
communication	<i>I have one year on the debate team at school.</i>	<i>I received judges' comments from a debate meet.</i>	<i>They show that I have learned effective communication skills.</i>	<i>I'm a logical arguer.</i>
independent thinking				
flexibility and adaptability				
sense of responsibility				
ability to reason and solve problems				
ability to work with other people				

**NOTE:**

Place your collections in a plastic cover and attach your summary chart to the front of it. The visual presentation of this assignment will be assessed as part of your mark in question 4.



27

3. Collect activities for your personal profile by completing the following tasks.
- a. Collect information you have recorded about yourself (evidence, samples, inventories) for each of the following areas.
- dreams and wishes
  - attitudes and values
  - goals
  - family and cultural expectations

Use the following chart to create a summary page for each collection by indicating what items are in each collection, why the items are important, and what you have learned about yourself from these items.

**NOTE:**

Place your collection in plastic covers and attach your summary chart to the front of it. Your chart may be constructed using a separate piece of paper for each collection. That way, you can attach the chart to the front of each one. The visual presentation of this assignment will be assessed as part of question 4.

Collection	Items in Collection	Why These Items Are Important	What I've Learned About Myself from These Items
dreams and wishes			
attitudes and values			
goals			
family and cultural expectations			



b. Take the following steps to create your career portfolio:

- Design a cover sheet that includes a photograph and a biographical summary (your name, age, and where you live). The biographical summary can be written in the form of a brief introductory letter.
- Write a vision statement that includes a phrase or sentence that captures who you are and what your primary values and goals involve as well as what you will strive for in the future. Here are some examples: “In everything I do, I will do my best”; “I always look for challenges”; “I work best when I work with others.” Use your imagination and creativity. Include this vision statement on your cover sheet.

When you’ve finished responding to the preceding questions, return to page 73 of Module 2 Student Module Booklet and continue working where you left off.

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4. You will be working on your Student Learning-Career Planner (SLCP). You will use it to complete your career portfolio. When you submit it to your teacher, he or she will fill in one of the consultation boxes and send it back to you. In this way, you will obtain continuous feedback on your work. You may already have had experience in using the Student Learning-Career Planner. If so, use the information you have already compiled to complete one for this course.

This SLCP is provided in your Assignment Booklet.

**NOTE:**

To help you complete this assignment, review and summarize what you have learned about your learning styles, organization skills, personal assets, interests, competencies, personality traits, strengths, limitations, transferable and employability skills. Use this information as a starting point for your career portfolio assignment. Review the external and internal influences that affect your career interests, decisions, goals, and plans. Review what you learned about starting to create an action plan. Review the tools that can be used to assess your abilities and skills, and make an inventory of them.

Collect examples of activities you have completed in this section, and any other evidence that you wish to use, that reflect who you are and what your interests, strengths, abilities, and achievements are at this point in your life. Collect examples and evidence that indicate what your future wishes, dreams, goals, and plans might be.

**Submit photocopies of all the items you select for submission in each assignment. This reduces the risk of the originals being lost.**

Your career portfolio assignment will be graded using the following rubric.

Marks	Criteria
<p><b>26–30</b> <b>Excellent</b></p>	<ul style="list-style-type: none"> <li>• The summaries clearly describe learning preferences, personal interests, attitudes, competencies, values, and accomplishments.</li> <li>• The SLCP explores personal values and interests through the inclusion of examples of current activities and involvements.</li> <li>• The summaries clearly link and use information from portfolio collections and summary charts.</li> <li>• The SLCP makes clear and relevant connections between personal goals, values, interests, and competencies.</li> <li>• The SLCP explains specific examples of activities or volunteer work that have developed these skills.</li> <li>• The SLCP includes a diverse number of examples of personal aspects, experiences, and skills.</li> <li>• The summary descriptions show evidence of personal reflection.</li> <li>• The work in the attached collections and summary charts is presented in a skilful way, using a number of different layouts, colours, and graphics.</li> </ul>
<p><b>19–25</b> <b>Proficient</b></p>	<ul style="list-style-type: none"> <li>• The summaries indicate learning preferences, personal interests, attitudes, competencies, values, and accomplishments.</li> <li>• The SLCP shows evidence of exploration of personal values and interests with examples of current activities and involvements.</li> <li>• The summaries use information from portfolio collections and summary charts.</li> <li>• The SLCP shows evidence of relevant connections between personal goals, values, interests, and competencies.</li> <li>• The career portfolio describes some examples of activities or volunteer work that have developed these skills.</li> <li>• The SLCP includes a variety of examples of personal aspects, experiences, and skills.</li> <li>• The summary descriptions show some evidence of personal reflection.</li> <li>• The work in the attached collections and summary charts is presented in a skilful way, using different layouts, colours, and graphics.</li> </ul>

<p><b>15–18</b> <b>Acceptable</b></p>	<ul style="list-style-type: none"> <li>• The summaries address learning preferences, personal interests, attitudes, competencies, values, and accomplishments.</li> <li>• The SLCP indicates some personal values and interests and provides some examples of current activities and involvements.</li> <li>• The summaries include some information from portfolio collections and summary charts.</li> <li>• The SLCP shows evidence of some connections between personal goals, values, interests, and competencies.</li> <li>• The SLCP provides examples of activities or volunteer work that have developed skills.</li> <li>• The SLCP includes some examples of personal aspects, experiences, and skills.</li> <li>• The summary descriptions show some evidence of self-assessment.</li> <li>• The work in the attached collections and summary charts is presented using some variation in layouts, colours, and graphics.</li> </ul>
<p><b>0–14</b> <b>Limited</b></p>	<ul style="list-style-type: none"> <li>• The summaries indicate basic information about one or more of learning preferences, personal interests, attitudes, competencies, values, and accomplishments.</li> <li>• The SLCP provides some examples of current activities and involvements.</li> <li>• The summaries use limited examples from portfolio collections and summary charts.</li> <li>• The SLCP makes limited connections between personal goals, values, interests, and competencies.</li> <li>• The career portfolio provides some examples of activities or volunteer work.</li> <li>• The SLCP includes some personal aspects in summaries on SLCP.</li> <li>• The summary descriptions show limited evidence of self-assessment.</li> <li>• The work in the attached collections and the summary chart is presented using little variation in layouts, colours, and graphics.</li> </ul>

The Student Learning-Career Planner provides a central location for you to summarize, on an ongoing basis, your career planning activities and to reflect on those activities in terms of future plans. The Student Learning-Career Planner can be attached to your career portfolio as an introduction to, a summary of, or an organizer for all of the more detailed items that are in your career portfolio. In other words, the Student Learning-Career Planner functions as an executive summary of your career portfolio.



The Student Learning-Career Planner contains the following components. The highlighted components are the ones that you will be focusing on in this section of Module 2.

<b>Personal Profile</b>
<b>Student Experiences</b>
<b>Education Information</b>
<b>Career-Planning Activities</b>
<b>Career Goals</b>
<b>Presentation Portfolio Checklist</b>
<b>Career-Planning Checklist</b>
<b>Consultation</b>

Once you have completed the highlighted items in the Student Learning-Career Planner, attach your other assignments to it and submit it to your teacher for assessment.

- a. For the Personal Profile of the SLCP, use the collections and summaries you have already created. Using point form, fill in the sections under personal profile titled Interests, Competencies, Values, Favourite Subjects, and Recognition.
- b. For the Career-Planning Activities use the inventories, collections, and summaries you have already completed. Using point form, fill in the following sections of the SLCP:
  - the section on Self-Assessment
  - the Action Plans section, focusing on essential competencies and your learning capacity

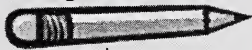
- c. For Student Experiences, use the collections and summaries you have completed that relate to the six most important work skills of the future to do the following:
- Indicate your experiences in each of the boxes in the Student Learning-Career Planner. Describe how school activities, volunteer experiences, other activities, and work experiences have provided you with the opportunity to focus on and develop these skills. For example, under school activities, you may include your participation in the debating club, which gave you the opportunity to develop your skills to work with others, communicate, and problem solve effectively; or you could mention your participation on the soccer team, which has taught you teamwork and independent thinking skills.
- d. For the Career-Planning Checklist, review the work you have completed in this section of Module 2 and do the following:
- Check off the boxes that represent the tasks you have worked on.
- e. In the first consultation box, write any questions that you have for your teacher or, if you prefer, attach a page with your questions. Your teacher will respond to your questions and provide you with some feedback. You will sign this consultation box when your folder is returned to you.

When you've finished responding to the preceding questions, submit your Assignment Booklet to your teacher and start working on Section 2.

Name: \_\_\_\_\_



Senior  
High School



"Managing Your Pathway Through Life"

Student

# Learning–Career Planner

Student Name:		ID #:
School	Year	Teacher/Counsellor

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## PERSONAL PROFILE

**Interests:** What I like to do

**Competencies:** What I do well (academic, technical, essential)

**Values:** What is important to me

**Favourite Subjects:** What courses do I enjoy the most

**Recognition:** What I have earned (awards, certificates, licenses)



## STUDENT EXPERIENCES

**School Activities:** (clubs, athletics)

**Volunteer Experience:** (school, community)

**Other Activities:** (clubs, hobbies, athletics)

**Work:** (paid/unpaid)



# EDUCATION INFORMATION

	GRADE		GRADE		GRADE		GRADE		High School Diploma Requirements
	Mark	Credit	Mark	Credit	Mark	Credit	Mark	Credit	
English Language Arts									30 or 33
Mathematics									to the 20 level
Social Studies									30 or 33
SCIENCES									to the
Science									20 level or
Biology									10 credits in
Chemistry									Science 10
Physics									and 14
Career and Life Management									20 level required
Physical Education									10 level required
Fine Arts									
Course _____									
Course _____									
Course _____									
Second Languages									
Course _____									
Course _____									
Course _____									
Career and Technology Studies									
Course _____									
Course _____									
Course _____									
Course _____									
Course _____									
Course _____									
Course _____									
Course _____									
Course _____									
Work Experience									
Course _____									
Course _____									
Course _____									
Other Courses									
Course _____									
Course _____									
Course _____									
Average/Credits Earned									
Attendance (days missed)									

See the  
Guide to  
Education:  
ECS to  
Grade 12  
for the  
remainder  
of graduation  
requirements.

<sup>1</sup> Includes French/International and Heritage Languages.



# CAREER-PLANNING ACTIVITIES

		GRADE	GRADE	GRADE	GRADE
Self-Assessment	<b>Inventories</b> Interests Aptitudes Values Skills Work Preferences Personality Learning Styles				
Investigations	<b>Learning*</b> Post-Secondary Apprenticeship Internships On-the-Job				
	<b>Work*</b> Occupation Industry				
	<b>Financial Support</b> Scholarships Awards Grants Loans				
Experience of Work	<b>Part-Time Work</b>				
	<b>Job Shadowing</b>				
	<b>Mentoring</b>				
Transition Scenarios*	<b>Scenario #1</b>				
	<b>Scenario #2</b>				
Action Plans	<b>Essential Competencies</b>				
	<b>Learning Capacity</b>				

\*Goal: To complete at least two investigations





## CAREER GOALS

	Date	Career Goals	Reasons	Steps to Success
Grade				
Grade				
Grade				
Grade				

## PRESENTATION PORTFOLIO CHECKLIST

- |  |   |
|--|---|
| <input type="checkbox"/> Personal Description (1 page) | <input type="checkbox"/> Credentials/Certificates (Selected)          |
| <input type="checkbox"/> Goal Statements               | <input type="checkbox"/> Reference Letters (Selected)                 |
| <input type="checkbox"/> Cover Letter (Targeted)       | <input type="checkbox"/> Related Work Experience (Paid/Unpaid)        |
| <input type="checkbox"/> Résumé (Targeted)             | <input type="checkbox"/> Related Occupational/Industry Investigations |
| <input type="checkbox"/> High School Transcripts       | <input type="checkbox"/> _____  |

## Career Planning Principals

- 1 Change is constant
- 2 Follow your heart
- 3 Team up with your allies / be an ally
- 4 Learning is ongoing
- 5 Focus on the journey

**Believe  
in Yourself**



## CAREER-PLANNING CHECKLIST

### GRADE

- |                          |                          |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | update career interest areas                |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | review high school diploma requirements     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | review options for high school              |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | review post-secondary entrance requirements |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | develop/update transition scenarios         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | develop/update career portfolio             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | develop/review long-term career plan        |

### GRADE

- |                          |                          |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | build personal career planning reference guide |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | visit school/community career centre           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | discuss plans with parents/guardian            |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | discuss plans with career advisor              |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | review financial needs/resources               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | participate in worksite learning               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | develop job-search techniques/tools            |



## CONSULTATION

Date	Participants (teachers, counsellor, parents)	Items Discussed and Follow-up	Signatures
			Student _____ Teacher/Counsellor _____ Parent/Guardian _____
			Student _____ Teacher/Counsellor _____ Parent/Guardian _____
			Student _____ Teacher/Counsellor _____ Parent/Guardian _____
			Student _____ Teacher/Counsellor _____ Parent/Guardian _____